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ABSTRACT

This document gives the rationale for the content and method of five teacher and teacher-aide training workshops. Results of a questionnaire confirmed the need for improvement in in-service training in the entire Appalachian area and also indicated the kinds of changes needed. Deficiencies in content were identified as: 1) application of educational theory, 2) teaching methods, 3) up-to-date training in the subject areas, 4) vocational opportunities for pupils, 5) curriculum planning and development, 6) teaching of disadvantaged students, and 7) student teaching or internship. Suggested improvements in methods included 1) having feedback from the teacher to the university; 2) training teachers together; 3) having university credit courses available and readily accessible; 4) providing for summer student teaching; 5) having faculty-student communication during in-service; 6) conducting teacher training in the local school districts; 7) using audio-visual materials in training teachers and aides; 8) emphasizing individualized instruction; 9) making psychological services available; 10) having professors visit local public schools; 11) discussing local problems; 12) presenting self-concept development; 13) having in-service planned by the participants; and 14) informing outside agencies of recognized inefficiencies in in-service training. (MBM)

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Rationale for Content and Method of the Teacher and Teacher-Aide Training Program

EPDA-B2 PROJECTS

The results of a questionnaire authored by Dr. Harold E. Morse and Dr. Antone S. Morton provided the legitimation of the long standing contention that in-service training improvements and the relating of in-service training to the university program was a primary need in up-dating education in the entire Appalachian area. Further, the results of that questionnaire as substantiating the need for changes in in-service training gave a great deal of direction about the kinds of needed changes to the institutions that could change the in-service picture. This questionnaire was prepared and administered under the auspices of the Appalachian Regional Commission.

Content Determination

The deficiencies as to CONTENT identified by the outstanding plurality of respondents to the ARC questionnaire were:

1. Application of Educational Theory
2. Teaching Methods
3. Up-to-date Training in the Subject Areas
4. Vocational Opportunities Open to Pupils
5. Curriculum Planning and Development
6. The Teaching of Disadvantaged Students
7. Student Teaching or Internship

Using this ARC Survey as a starting point and adding to it the recommendations of the consultants to various programs in the Cooperative area, problem identification of the teachers and teacher-aides, and the superintendent's perception of problem areas, a training program for teachers and teacher-aides in the Tennessee Appalachia Educational Cooperative was formulated. The results of these surveys and needs assessments indicate there is a convergence on the following outstanding deficiencies in teacher training and in-service training programs. The percentage indicating "dissatisfaction" is the basis for determining their priority or rank order.

SP005-574

Inadequacy of In-Service Training to Meet Present Teaching Assignment

Rank Order	Recognized Deficiency	Percent Responding Dissatisfied With This Part of In-Service
1	Teaching Methods for the Disadvantaged	49%
2	Education About Vocational Opportunities	47%
3	Educational Subject Matter Methods	45%
4	Teaching Methods (General)	39%
5	Curriculum Planning and Development	34%
6	Application of Education Theory	32%
7	Student Teaching	16%

The figures indicate the percentage of individuals of the survey completed in the Cooperative area who indicate dissatisfaction with the CONTENT of in-service activities. It is important to note these are the results of the LOCAL survey activities...not the simple adoption of general Appalachian area figures.

Methods Deficiencies

Concerning the Methods of Presentation of in-service training programs in the Cooperative area, the same group of respondents recognized the following deficiencies. These are not in rank order but are a listing of the most commonly suggested improvements of in-service methods:

1. There must be feed back to the university from practicing teacher.
2. Teachers and teacher-aides should be trained together.
3. There should be available and readily accessible university credit courses.
4. There should be some provision for summer student teaching.
5. There should be faculty-student communication during in-service.
6. Teacher training should be done in the local school districts, if possible.
7. Teachers and aides should be given instruction in the up-to-date usage of audio-visual materials, especially television.
8. There must be an emphasis placed on individualizing instruction.
9. Psychological services, both securing them and using psychological reports in a meaningful way, should be available.

10. Professors must come out into the local public schools.
11. Teachers and aides should have an opportunity to discuss local problems with consultants.
12. It is imperative that self-concept development be presented for both teachers and their students.
13. In-service should be planned by its participants
14. Outside agencies must be informed about the recognized inefficiencies of in-service training.

Incorporation of Suggestions Into Program Elements

The Tennessee Appalachia Educational Cooperative workshops addressed themselves to the great majority of these recognized deficiencies. This discussion of how they were approached will be somewhat artificial in the sense that we realize it is impossible to make a clear distinction between content and method in most cases. We did not attempt to make that clear distinction in our program but did intend to make the program a unitary one of consistent, inseparable method and content. We can, however, discuss content and methods separately. For the entire lay-out for the workshop, please refer to the program at the end of this report.

As to content, attacking recognized deficiency No. 1, that is, Teaching Methods for the Disadvantaged, we devoted Workshop No. 4 in its entirety to improving the understanding of the different views of education and its worth between teachers and a significant portion of these students who are disadvantaged by race, by income, by capacity or any other factor or combination of factors. As the teachers are primarily middle-class whites and the students are characterized by an abnormally high proportion of slow or disadvantaged learners, there results a complex sociological matrix. It is NOT a simple matter to reconcile the views of the value of education between those who have essentially "made it" (the teachers) and that significant portion who have not and probably will not "make it" (the disadvantaged students).

The second priority, Education About Vocational Opportunities, was not addressed specifically by the workshops. We did not feel that we were competent or capable of attacking this problem. Another program of the Cooperative, entitled VIEW (Vocational Information for Education and Work) did attempt to resolve this problem by offering a self-administered information program to students concerning 240 occupations that are available in the Cooperative area. Plans are being made to introduce a comprehensive

program of vocational information and decision making to all the Cooperative schools, grades 7-12.

Priority No. 3, Subject Matter Methods was dealt with in Workshop No. 3. We attempted to bring out the most highly trained specialists available for demonstrations and lectures on the methods for the specific subjects in education, that is, reading, math, language arts, phonics and individualized instruction.

Priority No. 4, General Teaching Methods. Workshop No. 1 was given over entirely to teaching methods. This was done by incorporating the creative use of educational television in the micro-teach approach and assisting teachers in forming behavioral objectives. The teachers and aides have made extensive use of our VTR equipment during all of our programs, using the training they received in our workshops.

Priority No. 5, Curriculum Planning and Development. Curriculum planning and development was emphasized in all of our workshops by the use of rap sessions to allow the consultants and the teachers to communicate about specific verbal problems. In-service directors and supervisors were directly involved in all workshops.

Priority No. 6, Application of Educational Theory. Workshop No. 2 was equally divided between lectures and demonstrations of the theoretical considerations of the learning process and the application of one specific type of reinforcement based teaching strategy.

Priority No. 7, Summer Student Teaching. The fifth and final workshop which was of six-weeks duration gave new teachers field experience under the supervision of a master teacher and a student teacher coordinator. This student teacher coordinator was intimately familiar with the content and the intent of the previous year's program. This student teaching experience also carried nine hours of credit, sufficient for meeting the Tennessee requirements for certification.

Unranked Priority, Drug Information. Responding to urgent requests that were not recognized at the time of the initial surveys, one day of Workshop No. 3 was given over entirely to a drug information session with a clinical psychologist leading the discussion. Approximately 40 additional teachers and students attended this one session.

Methods Improvements

The following list indicates the aspects of the workshop program that dealt with

the recognized deficiencies as to method:

1. Feed Back - the university training programs were given copies of problems inventories as seen by the teachers and consultants. All evaluation reports dealing with the performance of the universities were provided to consultants and appropriate university administrators.

2. Togetherness - Teachers and teacher-aides trained and worked together in the majority of sessions. Group discussions of role differentiation were held for all teachers and aides.

3. Credit - All workshops carried university credit, graduate or undergraduate, that was acceptable for certification. University courses in addition to the workshops were brought to the area for general community participation.

4. Summer Student Teaching - The summer student teaching program carried nine quarter hours credit. This meets the state requirement for certification as regards supervised student teaching.

5. Faculty-Student-Workshops were held for each system to bring together students and faculty in order to initiate or facilitate dialogue.

6. Local Training - The training was done in a central location within the Cooperative, not at the University.

7. Audio-Visual - The creative use of media was stressed during several workshops. Additionally VTR equipment and instructions in its use was available and utilized throughout the year.

8. Individualization - The seminar/discussion arrangement is most conducive to drawing out individual misintrepretation and misunderstanding. The micro-teach sessions were the ultimate in individualization. They were handled on a one to one basis.

9. Psychological Services - School psychological personnel planned and carried out this and other closely related programs within these same school systems. The same psychologists were in these school systems four days per week.

10. Local Training - The consultants, who were professors, came to the Cooperative and the local schools for the workshop sessions.

11. Local Problems - The arrangement of each workshop provided periods for group discussion of the very specific local problems for the teachers and aides. It is extremely easy, if one is not careful, to consume an unwarranted amount of time in listening to each individual situation.

12. Self-Concept - Self-concept was not dealt with directly in this program, however, the closely related psychological services program

Rationale (continued)
EPDA-B2 Projects

did involve itself with enhancing self-concept in two rural schools.

13. Participant Planning - A workshop plan was developed based on the previously indicated sources of information, however, the options and approaches within the larger headings were identified by the particular sub-group of teachers attending each individual workshop.

14. Information Dissemination - Other school systems, the State Department of Education, the training agencies and various other organizations have been kept up to date on our findings about in-service deficiencies.

As indicated earlier, these EPDA-B2 workshops were aimed at solving these deficiencies. There are others that could have been attacked, I am sure, however, we chose these as they were the most recognized. For an indication of how well we did what we tried to do, see Evaluation of 70.01, EPDA-B2.

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EPDA-B PROGRAM, 1970-71

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WORKSHOP I

Dates:	August 10-14
Length:	Five Sessions
Focus:	Development of Instructional Skills, (Specification of objectives, selection of teaching strategies, classroom control, use of aides, operation of A-V equipment).
Techniques:	Simulation, Micro-Teaching, Discussion, Equipment, Laboratory
Staff:	French, Roeske, Gaylor, Webb, LaForge, Saffels
Follow-up Staff:	Scott, Wallace, Saffels, Holt, Andros, Carroll

WORKSHOP II

Dates:	September 26, October 10, 31, November 7, 14
Length:	Five Sessions
Focus:	Theoretical Issues, Learning Theory, Behavior Modification
Techniques:	Presentations by experts, group-process, VTR presentation of classroom application
Staff:	Calhoun, French, Saffels, Williams
Follow-up Staff:	Scott, Wallace, Saffels, Holt, Andros, Carroll

WORKSHOP III

Dates:	December 12, January 9, 16, 23 and 30
Length:	Five Sessions
Focus:	Content Related Problems, Language Arts, Phonics, Math, Reading, Individual Instruction. Drug usage in the schools.
Staff:	Blau, French, Roberts, Breene, Salem, Chance, Davis, Roeske
Follow-up Staff:	Scott, Wallace, Saffels, Holt,Andros, Carroll, White, Sanders, Coleman, Armbruster

WORKSHOP IV

Dates:	February 13, 20, 27, March 6, 13
Length:	Five Sessions
Focus:	Motivation, Sociocultural Factors and Underachievers, Classroom Communication and Interaction, Classroom Organization and Change
Techniques:	Shared Experiences, Programmed Instruction Material
Staff:	French, Saffels, Roeske, Chance, Trusty, Wiberley, Scott, Wallace, Andros, Carroll
Follow-up Staff:	Scott, Wallace, Saffels, Holt, Andros, Carroll, White, Sanders, Coleman, Armbruster

WORKSHOP V

Dates:	June, July, 1971
Length:	Six weeks
Focus:	Student Teaching, Methods and Materials
Techniques:	Classroom Experiences
Staff:	U. T. Student Coordinator, Saffels, Holt, Scott, Andros, Wallace, Carroll